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ABSTRACT

This overview is intended to serve as a guide to readers in England and Wales who are not familiar with the initial training and qualifications of teachers in other member states in the European Community. The guide covers programs in Belgium (Flemish community), Denmark, France, the Federal Republic of Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, and the United Kingdom--Scotland. The text is presented on a country by country basis and is structured under five headings as follows: (1) types of school; (2) categories of teacher according to training and type of school; (3) requirements for admission to teacher training; (4) teacher training process, outlining the level, length, and content of teacher training for each category of teacher; and (5) qualifications that accord qualified teacher status. An insert provides this same information for England and Wales. (AMH)

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INITIAL TEACHER TRAINING

In the European Community:
An Overview

Joanna Le Métais

EPIC Europe

Education Policy Information Centre

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National Foundation for Educational Research

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Introduction

Council Directive 89/48/EEC provides a framework for a general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration, with a view to promoting the free movement of people throughout the Community. The Directive comes into effect in January 1991 and those recruiting and managing teachers will increasingly need to consider the potential contribution to the education service of teachers who undertook their education and training in other member states.

This overview is primarily intended to serve as a guide to readers in England and Wales who are not familiar with the initial training and qualifications of teachers in other member states. It deals with general regulations governing teachers of pupils of statutory school age and up to age 18+ in schools maintained or subsidized by the state.

Teachers in nursery, technical or vocational schools and in special schools may hold different qualifications from, or in addition to, those employed in ordinary schools. Given the complexity of these differences, regulations specifically governing the training of these teachers have been excluded. The sole exception is Luxembourg, where nursery teachers are included because the first year of compulsory education covers children in nursery classes, which are nevertheless formally separated from the 'school' sector.

The information was collected through the EURYDICE European education policy information network and checked for accuracy by most National Units in 1990. The summary therefore concentrates on regulations current in 1990, although reference is made to reforms which are being implemented or are proposed in a number of countries and which will affect the training and employment of teachers in the years to come.

Specialist terms are used *in the language of origin and in italics* whenever possible to concentrate attention on the concept in the national context and reduce the risk of errors arising from cross-national over-simplification. This also applies where the national language is English e.g. to maintain the distinction between Irish and English primary schools.

The text is presented on a country by country basis, and structured under five headings as follows:

- * **Types of school** - details of compulsory schooling and the types of schools.
- * **Categories of teacher** - in most member states, there is more than one category of teacher, depending on the education and training received and/or on the type of school in which he or she may be employed.
- * **Requirements for admission to teacher training** - indicates academic and other known criteria, which may vary for different categories of teacher.
- * **Teacher training process** - outlines the level, length and content of teacher training for each category of teacher.
- * **Qualifications** - names the qualification which accords qualified teacher status. However, in some member state there is no named qualification (e.g. the Federal Republic of Germany) whilst in others academic qualifications do not, in themselves, grant qualified teacher status (e.g. Scotland, and secondary school teachers in France and Italy).

In a number of member states qualified teacher status is only secured as a result of successful competition in the recruitment process and completion of a probationary period. Information on these matters is published in a companion volume:

Le Métais J (1991) *The recruitment and management of teachers in the European Community: an overview*. Slough: NFER/EPIC Europe

Belgium

Until 31 December 1988, the State exercised statutory control over the education system and this authority was shared by two National Ministries, one for the French- and German-speaking sector and another for the Dutch-speaking sector. Since 1 January 1989, the Education Ministers in the three autonomous Communities (Flemish, French- and German-speaking) exercise independent control over education. Regulations governing the organization and content of initial teacher training may differ between the Communities.

The following description is based on regulations governing the Flemish Community as an example.

Types of school

Full-time education is compulsory for young people aged 6 to 15; part-time education is compulsory between the ages of 15-18 years.

<i>Lager onderwijs</i>	age 6-12
<i>Lager secundair onderwijs</i>	age 12-15
<i>Hoger secundair onderwijs</i>	age 15-18

The corresponding terms in French and German are, respectively: *Enseignement primaire*; *Enseignement secondaire inférieur*; *Enseignement secondaire supérieur* and *Primarschulwesen*; *Sekundarschulwesen Unterstufe*; *Sekundarschulwesen Oberstufe*.

Categories of teacher

<i>Onderwijzer lager onderwijs</i>
<i>Leraar algemene vakken secundair onderwijs lagere graad</i>
<i>Leraar algemene vakken secundair onderwijs hogere graad</i>

The corresponding terms for the French Community are: *Instituteur primaire*; *Régent or agrégé de l'enseignement secondaire inférieur (AESI)*; *Licencié or agrégé de l'enseignement secondaire supérieur (AESS)*.

Requirements for admission to teacher training

Those intending to teach in **primary and lower secondary schools** (*lager onderwijs* and *lager secundair onderwijs*) must have an approved upper secondary school certificate.

Future teachers in **upper secondary schools** (*hoger secundair onderwijs*) are subject to criteria for university admission, namely an upper secondary school certificate; plus a certificate of aptitude for higher education.

Teacher training process

Training for **primary and lower secondary teachers** (*lager onderwijs* and *lager secundair onderwijs*) is provided in specialist establishments (*pedagogisch hoger onderwijs*) which are part of the short-cycle non-university higher education. The three-year course includes education sciences, child development, Dutch, French, mathematics, environmental education, music/expression (i.e. physical education, music, arts, handicrafts) computer science, media studies and optional subjects. General and subject-specific teaching skills are learned in methodology courses and during periods of school experience lasting 2 to 4 weeks in the first year; 3.5 to 8 weeks in the second year; and 11 to 16 weeks in the third year.

Students preparing to teach in **lower secondary schools** (*lager secundair onderwijs*) specialise in a number of subjects as follows:

Main Subject	Second Branch	Third Branch
Dutch	history or geography	geography or ethics/religion geology or ethics/religion
French	history or geography	geography or ethics/religion ethics/religion
English	history or geography	geography or ethics/religion ethics/religion
mathematics	biology ethics/religion or physics	geography, physics or geography or ethics/religion

The theoretical phase (*vakkenstage*) aims to extend the students' knowledge and skills with respect to their main teaching subjects e.g. by specialist courses, industrial or commercial experience, travel, creative activities, school journeys (snow and open air weeks) and so forth.

The periods of school experience (*didactische stage*) aim to develop general teaching skills. The student may observe lessons, participate in class teaching alongside the teacher, provide individual tuition for pupils who have been absent, correct pupils' exercises, prepare and implement evaluation programmes, assist in extra-curricular activities or on school visits, prepare learning and teaching materials and participate in the council composed of all teachers of a single class to consider the progress of individual pupils, particularly with reference to their promotion to the next class at the end of the year (*klasseraad*).

Significant emphasis is placed on the prospective teacher's ability to form effective relationships with pupils, with parents and other relevant adults and to work with colleagues as part of a team.

The practice-oriented part of the course comprises between 14.5 and 28 week-equivalents and intensifies as the course progresses, as follows:

first year: familiarisation with the classroom situation. Three to four week-equivalents spent on placements, divided equally between subject-specific training, and observation and teaching. The assessment of the students' performance contributes to their annual grade.

second year: teaching methods covered in greater depth and put into practice. Five to eight week-equivalents spent on placements, with at least two-thirds of the time devoted to the practice of general teaching skills.

third year: half of the students' time is spent in placement posts, with at least two-thirds of this devoted to practical teaching skills. Students learn to take responsibility for a class.

The regulations require that objectives and performance indicators be clearly defined so that the students themselves can assess whether, and to what extent, they have achieved the objectives.

Teachers for **upper secondary schools** (*hoger secundair onderwijs*) undertake a period of four to five years of academic study at a university, leading to the first degree (*licentiaat*) and qualified teacher status. The course comprises:

- * academic study for the first degree (*licentiaat*) in disciplines such as philosophy, history, classical, Germanic and Romance languages and literature, sciences (taken to include mathematics), physical education.
- * theory of education studies, which students may undertake concurrently with their last two years' academic education or intensively in the final year. Some universities are planning to strengthen this programme of training.

The examination leading to qualified teacher status for upper secondary education comprises: experimental pedagogy, history of pedagogy, general methodology and the special methodology of the subjects included in secondary school syllabuses. Candidates for the examination must have undertaken practical lessons in secondary schools during a period of one year and have given two lessons in the presence of the inspectors.

Qualifications

Lager onderwijs: *Diploma van lager onderwijzer/onderwijzeres* (primary teaching diploma).

Lager secundair onderwijs: *Diploma van Régent or geaggregeerde voor het lager secundair onderwijs* (lower secondary teaching diploma).

Hoger secundair onderwijs: *Licencié or Agregaat van het hoger secundair onderwijs* (upper secondary teaching diploma).

Denmark

Types of school

Full-time education is compulsory for young people aged 7 to 16.

<i>Folkeskole</i>	age 7-16
<i>Gymnasium</i>	age 16-19
(including courses for Higher Preparatory Examination)	

Categories of teacher

Training is closely linked to the age range of the pupils and the type of school (general, technical, vocational).

Folkeskole
Gymnasium

Requirements for admission to teacher training

Requirements for admission to teacher training for the *folkeskole* are the same as those for university entrance:

- *Studentereksamen* (upper secondary leaving examination); **or**
- *Højere Forberedelseksamen* (Higher Preparatory Examination); **or**
- *Højere Handelseksamen* (Higher Commercial Examination); **or**
- from 1989, *HTX* (Higher Technical Examination).

In exceptional cases, candidates who do not meet these requirements may be admitted on the basis of academic qualifications, professional experience, vocational or *folkeskole* courses, experience as youth leaders or as part-time teachers, or employment experience abroad.

Admission to the *paedagogikum*, the training course for teachers in the *gymnasium*, is granted to those who hold a *Kandidateksamen* (Master's degree, usually in two subjects) within the range of subjects taught in the upper secondary school; or an equivalent final examination at a university or higher education institute. Graduates from the Technical University of Denmark may be eligible but they are required to undertake subject-related supplementary courses relevant to upper secondary teaching. Graduates who are employed, or employed on probation with a view to permanent employment, at a *gymnasium* may also be admitted.

Teacher training process

Folkeskole teacher training courses are provided at one of the 18 non-university higher education establishments (*laerer-seminarium*) administered by the Ministry of Education. The main features of the four-year course are a broad curriculum, in-depth study of two school subjects and the integration of educational theory and teaching practice. It is a concurrent (as opposed to consecutive) training model.

The curriculum comprises:

- * **common core subjects:** psychology, sociology, educational theory, professional studies (didactics), teaching practice, Danish, arithmetic, religious education and handwriting;
- * **three options** chosen from: creative art, music, physical education and sport, handicraft;
- * **two general school subjects**, studied at advanced level for six months' full-time study;
- * **additional courses:** study skills, audio-visual teaching techniques and the production of teaching materials, and school camp work (total 50 hours) and rhetoric (42 hours);
- * **twelve weeks' instruction in teaching practice**, which generally takes place during the first three years of the course and is divided into four three-week periods;
- * in addition, students teach **112 lessons at a practice school**. Each training college is linked with a Ministry-approved training school. Of these lessons, 32 are conference lessons in which the student, in cooperation with teachers and/or pupils, plans or evaluates work.

Assessment is based on the final examination which is organised at national level and the assessment of teaching practice.

In order to be permanently employed at a *gymnasium*, university graduates must undertake a postgraduate training course (*paedagogikum*), run by the Ministry of Education. It is possible to obtain a teaching post in a *gymnasium* prior to undertaking initial teacher training, provided that the *paedagogikum* is completed within two years of appointment.

The degree studies take five to six years, followed by *paedagogikum* which takes five months. This combines practical and theoretical elements. The theoretical element consists of pedagogy and subject-related and general teaching methodology. The teaching practice element comprises at least 120 hours, spread over a school year. Students must already hold a post at a *gymnasium* where they will be attached to a number of classes and will be supervised by qualified teachers. Students begin by observing practising teachers before taking over teaching under the guidance of teachers whose work they have observed.

In the final assessment, teaching practice carries considerably more weight than the theoretical component of the course. The examination consists of the practical *paedagogikum*, the subject-related course and the course in theoretical pedagogy which is completed by a written examination.

Qualifications

Folkeskole: Qualification obtained after four years at a teachers' training college.

Gymnasium: *Kandidateksamen* (degree equivalent to MA) and *paedagogikum*.

France

The regulations governing teacher training and employment are centrally determined and implemented. Reforms introduced in 1986 harmonised the qualification for teachers in the lower secondary schools (*collèges*) by terminating access to the grade of *CAPEGC* and introducing opportunities for holders of the *CAPEGC* to achieve *CAPES* status by taking a special form of the *CAPES* examination after undergoing appropriate in-service training.

Under legislation passed in 1989, a unified teacher training scheme leading to the qualification of *professeur* will be generally introduced in September 1991. Initial training in university institutes for the initial training of teachers (*Instituts universitaires pour la formation des maîtres - IUFM*) will provide two years of academic study followed by two years professional training for holders of the *baccalauréat*. Although the new teaching corps will be subdivided into *professeurs des écoles* and *professeurs du second degré*, all teachers within the corps will enjoy parity of status and salary. The following description concentrates on the existing procedures.

This description concentrates on the regulations currently applied.

Admission to teaching (and sometimes to the prior training) involves successful participation in a competitive examination (*concours*) specific to the place sought. The number of passes awarded is limited to the number of teaching posts or training places available. Success in the *concours* leading to teacher training, whether at an *école normale* or, for particularly able students, the prestigious *écoles normales supérieures*, guarantees a salary in return for an undertaking to teach in the public sector for ten years. It is not unusual for individuals to take the *concours* several times before succeeding. This applies particularly to the *agrégation*, the most prestigious of these examinations.

Types of school

Full-time education is compulsory for young people aged 6 to 16.

<i>Enseignement élémentaire</i>	age 6-11
<i>Collège</i>	age 11-15
<i>Lycée d'enseignement général et technologique</i>	age 15-18+

Some lycées also have *classes préparatoires*, which follow the *baccalauréat* and prepare the most able students for the *concours d'entrée aux grandes écoles*.

Categories of teacher

Teachers are divided into teaching corps according to their qualifications. *Instituteurs* teach solely in primary schools but, although eligibility for a teaching post in different types of secondary schools depends upon the requisite qualifications, there is some overlap between teacher corps and school type. This description will concentrate on teacher corps.

- Instituteur/institutrice* - primary teacher
- Professeurs certifiés* - secondary school teachers holding the *CAPES*, *CAPET* or *CAPAPS* qualifications (depending on specialisation);

Professeurs agrégés - holders of the *Agrégation* who may teach at lower secondary schools (*collèges*) but usually teach at upper secondary schools (*lycées*) or in higher education.

Requirements for admission to teacher training

Candidates for admission to teacher training are recruited by means of a variety of competitive examinations (*concours*), which reflect the complex hierarchy of teacher corps in schools. Applicants must have French nationality, be under 40 years of age and have educational qualifications (either French or foreign) equivalent to two years of higher education following the *baccalauréat*. Academic exemptions may be granted, e.g. to mothers with at least three children. Although selection by *concours* will continue, implementation of the 1989 framework law will reduce the number of teacher categories.

The minimum admission qualifications for initial training for **primary teachers** (*instituteurs/institutrices*) is the *Diplôme d'études universitaires générales (DEUG)*, a two-year university diploma (or equivalent), which is followed by a *concours d'entrée à l'école normale*. The primary school teacher training *concours* comprises written and oral examinations. Since 1986 universities have been asked to organise courses to help prepare students for this *concours* but at the time of writing not all of them were doing so.

Secondary school teachers (*professeurs certifiés*) must participate in the *concours du CAPES* (comprising a written and an oral part, *la leçon du CAPES*), which is open to those who hold a *licence* (first degree, awarded after a three-year university course) in the subject to be taught. Most students undertake a preparatory course for the *CAPES* lasting at least one year.

Future *professeurs agrégés* must participate in the *concours de l'agrégation*, which is open to holders of the *maîtrise* in the subject to be taught (cf a Master's degree, obtained after four years' study) but most students follow a one-year course in preparation for the *concours*. Few candidates succeed in obtaining the *agrégation* at their first attempt and many resit whilst already employed, e.g. in temporary teaching posts.

Teacher training process

Prospective **primary school teachers** (*instituteurs/institutrices*) follow two years' academic and professional education at primary teacher training colleges (*écoles normales*) and collaborating universities, including one year of teaching practice. Qualified primary school teachers have therefore completed four years' higher education.

Those passing the relevant *concours* for **secondary teaching** (*professeurs certifiés* and *professeurs agrégés*) become *professeurs certifiés stagiaires* or *professeurs agrégés stagiaires* respectively and are appointed to a salaried teaching post. During the first year, they have a reduced teaching load to enable them to attend courses and induction activities organised by the inspectorate at a regional training centre (*Centre Pédagogique Régional*). At the end of the year their performance is assessed by the head teacher and by the inspector. A satisfactory grade leads to confirmation of permanent appointment to the education service (*certification*) although not necessarily to that particular school.

The content of courses varies between *académies* but the following example is based on the *Académie de Toulouse*, where the training is in two parts:

- * school-based work (eventually taking up two-thirds of the allocated time); and
- * training-centre-based work, incorporating subject methodology and general education theory.

During the school-based training, the *stagiaire* assumes sole responsibility for two or three classes from the start of the training period. Support and supervision are provided by a designated experienced teacher, who receives a nominal fee for this task. Later in the training period, a further school-based component is added, in which the *stagiaire* observes and teaches classes which are the responsibility of serving teachers.

Professeurs agrégés do not undergo a formal assessment but their permanent appointment is confirmed at the end of their probationary year on the basis of the inspection and assessment which applies to all French teachers.

Qualifications

Instituteurs/institutrices: *Diplôme d'études supérieures d'instituteur (DESI)*. Specialists in teaching pupils with special educational needs require the *Certificat d'aptitude à l'éducation des enfants et adolescents déficients ou inadaptés (CAEI)*.

Qualifications of *professeurs certifiés* vary according to teaching specialisation for general, technical or physical education respectively:

Certificat d'aptitude au professorat de l'enseignement du second degré (CAPES)
Certificat d'aptitude au professorat de l'enseignement technique (CAPET);
Certificat d'aptitude au professorat de l'éducation physique et sportive (CAPAPS).

Professeurs agrégés: *Agrégation*

Federal Republic of Germany

Following the reunification in 1990, there are sixteen constituent States or *Länder* in the Federal Republic. Responsibility for initial and in-service education of teachers is entrusted to the *Länder* by the constitution. This has given rise to problems of recognition of phases of study and qualifications between the *Länder*. The importance of establishing internal recognition has been recognised, especially following the implementation of Council Directive 89/48/EEC. The recognition of overseas professional qualifications, without a comparable recognition being given to internal qualifications between *Länder*, would contravene European legislation on discrimination.

It has not been possible to obtain information on provision in the five *Länder* occupying the territory of the former DDR.

Types of school

Full-time education is compulsory for young people aged 6 to 15/16; part-time education is compulsory between the ages of 15/16 and 18 years.

<i>Grundschule</i>	age 6-10
<i>Realschule</i>	age 10-16
<i>Hauptschule</i>	age 10-15/10-16
<i>Gesamtschule</i>	age 10-16/10-19
<i>Gymnasium</i>	age 10-19

Year groups do not necessarily correspond to age groups, as up to 20% of secondary school pupils repeat a year at some stage. The school leaving age varies between *Länder*, which accounts for the alternative structures in *Hauptschule* and *Gesamtschule*.

Categories of teacher

<i>Grundschule</i>
<i>Grundschule und Hauptschule</i>
<i>Realschule</i>
<i>Hauptschule</i>
<i>Gymnasium</i>

There is no specific training for teachers at the unselective secondary *Gesamtschule*. Staff employed in these schools hold other teaching qualifications as follows: *Realschule* (30%) *Hauptschule* (40%) *Gymnasium* (27%) and the remaining 3% includes teachers qualified for vocational schools (*Berufsschule*), psychologists or social educators.

Requirements for admission to teacher training

Since **all teachers** are graduates, the admission requirements are as for university entrance, namely:

- *Abitur* (certificate of upper secondary education); **or**
- *Zeugnis der allgemeinen Hochschulreife, Zeugnis der Reife, fachgebundene Hochschulreife* (matriculation standard); **or**
- for candidates without the normal qualifications, a university entrance examination.

Teacher training process

Teacher training is divided into two phases: a theoretical phase and a practical phase. Attempts to integrate these into a single phase have, to date, proved unsuccessful. The following description applies to teachers of all categories, although additional requirements are made for certain qualifications which are indicated where appropriate. **The duration and content of studies, and particularly subject options, vary greatly between Länder.** The following paragraphs give a general outline.

First phase

The first phase involves a degree course in teaching at higher education establishments including universities, technical universities, academies of art or music (*wissenschaftliche Hochschule*), polytechnic universities (*Gesamthochschule*) and colleges of education (*Pädagogischen Hochschule*).

Teacher training in most *Länder* is geared to the type of school in which the teacher expects to work. Thus, there are degree courses for posts at the *Grundschule*, *Gymnasium*, *Realschule*, *Hauptschule*. In some *Länder*, training courses focus on phases of schooling (primary, lower secondary, upper secondary) rather than types of schools. The structure of schooling is not uniform across the *Länder* and training courses may combine studies which qualify students for more than one type of schools, for example: *Grundschule* and *Hauptschule*; *Realschule* and *Hauptschule*.

Training for teachers in *Grundschule*, *Hauptschule* and *Realschule* takes 3-4 years (6-8 semesters) whilst that for teachers in the highly selective *Gymnasium* takes 4-5 years (8-10 semesters). Future teachers of modern foreign languages are encouraged to spend one or two semesters abroad, in addition to the normal period of study. Training comprises:

- * educational theory and practice, philosophy, psychology;
- * studies in two or more subjects to be taught and in teaching method, suited to the type of school or stage of education;
- * practical experience in schools during breaks between semesters (half-year terms) for a total period of 4 to 12 weeks, depending on the *Land* in question.

Both the subject training and the education theory elements of the course cover teaching methods and involve practical experience in schools.

Training for *Realschule* teachers resembles that of *Grundschule* or *Hauptschule* teachers but places additional emphasis on teaching styles appropriate to the school type. In certain *Länder*, it is possible for teachers qualified for the *Grundschule* or *Hauptschule* to obtain the qualification for teaching in the *Realschule* by means of further study.

Initial training for teachers in **selective secondary schools** (*Gymnasium*) includes the in-depth study of two teaching subjects chosen from a list of acceptable subject combinations. Educational theory and practice courses are followed concurrently. Teachers of music and art train at music and art academies but they are usually required to have a complementary academic subject.

The first phase concludes with the First State Examination (*Erste Staatsprüfung* or *Erstes Staatsexamen*), which consists of a written dissertation, written and oral examinations. This qualification is required for admission to the second phase of training. Budget restrictions limit the number of places available and there may be a delay between successful completion of the examination and access to the second phase.

successful completion of the examination and access to the second phase.

Second phase

This phase, known as the *Vorbereitungsdienst* or *Referendariat*, is geared mainly towards practical work in schools (*Schulpraktische Ausbildung*). It aims to provide a training for practical professional activity which is well-grounded in theory and enables future teachers to:

- * prepare, teach and critically evaluate lessons adapted to the needs of pupils and the characteristics of the discipline taught;
- * work effectively as part of a team, particularly with pupils, parents and colleagues; and
- * acquire a clear understanding of the rights and responsibilities of teachers.

This phase of teacher training is undertaken under the supervision of a mentor (*Betreuungslehrer*) and the head of department (*Fachleiter*) at teacher training colleges and their linked schools (*Ausbildungsschule*).

The second phase lasts between 18 months and two years. For all future teachers in *Gymnasium* it will last two years with effect from 1990-91.

The nature of the *Referendariat* varies according to the type of teaching post that students wish to obtain. Students undertake a limited amount of supervised teaching in the designated training schools and attend training colleges where this practical experience is analysed in detail. They receive a salary for the time they spend in school.

This phase concludes with the Second State Examination (*Zweite Staatsprüfung* or *Zweites Staatsexamen*), consisting of a written dissertation, an oral examination and at least two lessons taught in the presence of examiners.

Qualification

Those seeking appointment to a permanent teaching post in the state school system must successfully complete the two State Examinations; there is no named qualification.

Greece

Types of school

Education is compulsory for young people aged between five and a half years and fifteen years.

<i>Demotiko</i>	age 5½-12
<i>Gymnassio</i>	age 12 -15
<i>Lykeio</i>	age 15 -18
<i>E P Lykeio</i>	age 15 -18

Categories of teacher

<i>Daskalos/Daskala</i> (primary school)
<i>Kathigitis/Kathigtria</i> (secondary school)

Requirements for admission to teacher training

Since 1984/5, training for **primary teachers** (*daskalos*) has been carried out at universities. Holders of the *lykeio* certificate must compete in the general university entrance examinations held in the second half of June.

Secondary school teachers (*kathigites*) are graduates, so university entrance requirements apply. Teachers of music and home economics hold non-university qualifications.

Teacher training process

Until 1987, it was possible for **primary teachers** (*daskalos*) to qualify by taking a two-year course at specialist primary teacher training colleges known as pedagogic academies. These were non-university establishments and the course involved a balance between theory and practical professional work. One quarter of the primary teachers' course was devoted to teaching practice. The pedagogic academies continued to function until 1987, to enable students to graduate with a primary teaching diploma. These two-year courses will be phased out in 1990-1991.

In 1984/5, four-year courses leading to degree-level qualifications for primary teachers were introduced in newly-established university departments of education. The course includes psychology, pedagogy, Greek language, mathematics and didactics and provide a balance between theory and practice with a substantial proportion of practical, professional work.

Intending **secondary school teachers** (*kathigites*) take four-year courses at the Teachers Schools of Higher Education (*A.E.I.*). They may specialise in divinity, philology, physics and mathematics, foreign languages or physical education. They follow concurrent courses in pedagogy, psychology and didactics and also undertake teaching practice. The proportion of time allocated to professional courses varies between institutions but, in the view of the Ministry of Education, the overall allocation is very limited.

Graduates from *A.E.I* applying for a teaching post in secondary education may have to wait a very long time before a vacancy arises, depending on the discipline. Once appointed, but before taking up their duties, teachers are provided with an induction course. After three years' service, they undertake a one-year refresher course at the Training Schools for Secondary Education Teachers (*SELME*).

Qualifications

Daskalos: a degree as general teacher.

Kathigitis/kathigitria: a university degree in the appropriate discipline.

Ireland

Types of school

Full-time education is compulsory for young people aged 6 to 15.

Primary
Secondary

age 4-12
age 12-19

Categories of teacher

Primary
Secondary

Requirements for admission to teacher training

Intending *primary* teachers are recruited via national open competition based on their upper secondary school leaving certificate, a personal interview and tests in the Irish language and in music.

Future teachers in *secondary, comprehensive and community* schools must have a bachelor degree following not less than three years' study. There are no constraints regarding degree subjects.

Teacher training process

Primary teacher training takes place at *colleges of education* which are either recognised colleges of the National University of Ireland or have an association with Trinity College.

The *Bachelor of Education (BEd)* degree course takes three years, although some colleges provide a four year *BEd Honours* degree course. The content and format of the courses vary between colleges. The main elements are:

- * study of education and other academic subjects to degree level;
- * the application of educational principles in the context of an integrated and child-centred curriculum for children aged 4-12 (specialist subject teachers are rarely employed at *primary* level);
- * supervised teaching practice in ordinary schools.

It is very difficult to quantify the percentage division between the time spent on studying the theory of education and the practical application of education. However, the registrar of one college suggested that students at that college spend approximately 30-40% of their time on educational theory and 60-70% on its practical application. Teaching practice amounts to: 4-6 weeks in the first year, 6 weeks in the second, and 5 weeks in the third.

Examinations are conducted by the colleges in collaboration with the universities which validate and award the degree.

Teachers in *secondary, comprehensive and community* schools may teach any subject in the curriculum although teachers in secondary schools are mainly single-subject teachers.

Students must attend relevant courses for a period equivalent to at least one academic year in addition to the time studying for a degree. The course of initial professional preparation should include:

- * **studies in the foundations of education:** philosophy, psychology, sociology and history as they relate to the study of educational issues;
- * **professional studies** directed towards the age range 12-18, which include general methodology and specific methodology geared towards one school subject chosen from the student's degree subjects as well as school organisation, audio-visual technology, evaluation and assessment, and curriculum studies;
- * **supervised teaching practice** in a recognised second- level school, involving a minimum of 100 hours of teaching a class or classes in a subject or subjects taken to degree level, directly supervised by the university or college concerned.
- * tests in spoken Irish are conducted in the course of the year.

Qualifications

Primary: Bachelor of Education.

Teachers in *secondary, comprehensive and community schools: Higher Diploma in Education (H.Dip.Ed).*

Italy

Types of school

Compulsory education in Italy ends at age 14. There are proposals before Parliament to raise the school leaving age to 16 and to provide university level training for all teachers.

<i>Scuola elementare</i>	age 6-11
<i>Scuola media</i>	age 11-14
<i>Scuola media superiore</i>	age 14-19
(comprises various types of post-statutory institutions, including the <i>liceo</i> and <i>istituto tecnico</i>).	

Categories of teacher

Scuola elementare
Scuola media
Scuola media superiore

Requirements for admission to teacher training

Intending **primary school teachers** (*scuola elementare*) require the certificate of lower secondary education (*scuola media*).

Secondary school teachers (*scuola media* or *scuola media superiore*) must have a degree (*laurea*) in the subject to be taught. The requirement for admission to university is the upper secondary education certificate (*diploma di maturità*).

Teacher training process

Prospective **primary teachers** (*scuola elementare*) follow four-years' training at an *istituto magistrale* which form parts of the upper secondary education sector (*scuola media superiore*). Students take courses in:

- | | |
|--|----------------------|
| * Italian language and literature | * religion |
| * philosophy, psychology and pedagogy | * Latin |
| * history and geography | * natural sciences |
| * mathematics and physics | * chemistry |
| * drawing and history of art | * choral singing |
| * foreign language (years 1 and 2 only) | * physical education |
| * playing a musical instrument (optional). | |

Classroom observation and teaching practice occupy two hours per week during the third year and four hours per week during the fourth year. Students do not take sole control of a class at any time, but may teach alongside the teacher as appropriate.

There is no specific initial teacher training for **secondary teachers** (*scuola media* or *scuola media superiore*)

Qualifications

Scuola elementare: Maturità magistrale (primary teaching diploma).

Scuola media: A (first degree (*laurea*) obtained after four or five years' academic study, depending on the subject studied. **No professional teaching qualification is required.**

Scuola media superiore: A first degree (*laurea*) in the subject to be taught. A wide range of degrees is permitted, reflecting the range of subjects on the curriculum. **No professional teaching qualification is required.**

Secondary school teachers therefore qualify on the basis of an academic degree in one, sometimes two, subjects. Their permanent appointment, and the advantages this brings, follows the successful participation in recruitment examinations (*concorsi*) and completion of the probationary year.

Luxembourg

Although there are courses of higher education, there is no university in Luxembourg and all graduates must obtain their degree at a university outside Luxembourg. Qualifications are therefore expressed in terms of 'normal qualifications in the country concerned' and approved by the Minister of Education in Luxembourg. It is therefore possible that Luxembourg teachers are qualified to teach both in the country where they studied and in Luxembourg.

Types of school

Full-time education is compulsory for young people aged 5 to 15, although a formal distinction is made between the year spent in a pre-school establishment and the nine years in primary and secondary schools. Nursery school teachers are therefore included in this description.

<i>Education pré-scolaire</i>	age 4- 6
<i>Enseignement primaire</i>	age 6-12
<i>Enseignement post-primaire</i>	age 12-19

Categories of teacher

Instituteurs de l'éducation pré-scolaire
Instituteurs de l'enseignement primaire
Professeurs de l'enseignement post-primaire

Requirements for admission to teacher training

The Minister of Education determines the number of admissions to **pre-school and primary teacher training** (*instituteurs de l'éducation pré-scolaire* and *instituteurs de l'enseignement primaire*) according to the number of teaching posts which will be available. Candidates for teacher training must:

- * hold the Luxembourg secondary education leaving certificate or a recognised foreign equivalent;
- * demonstrate an adequate knowledge of the Letzeburgesch language and of French and German; and
- * be aged 35 or under.

Admission is based on an order of merit which takes into account the examination results.

On the advice of the relevant Commission the Minister annually determines the number of admissions to the professional phase of **secondary teacher** (*professeurs de l'enseignement post-primaire*) training in each subject discipline. Entrants to professional training as secondary school teachers must hold both a Luxembourg secondary education leaving certificate (or a recognised foreign equivalent) and the diploma awarded on completion of a full cycle of university studies lasting at least four years. All candidates, except those intending to teach Christian doctrine, must demonstrate a satisfactory knowledge of Luxembourgish, French and German.

Where the number of applicants exceeds the number of places available, a rank order of candidates is established on the basis of candidates' grades in the secondary school certificate, university entrance examination and in the competitive recruitment examination (*concours de recrutement*), which counts for at least 50% of the final weighting. Previous professional experience may be taken into consideration in the case of future teachers of engineering, architecture and practical subjects.

Additional requirements are applicable for certain disciplines. Future teachers of French, German or English must obtain a qualification based on at least three years' study in a French-, German- or English-speaking country. Future teachers of language and literature and of sciences must complete the first year of university studies at the *Cours Universitaires* in Luxembourg.

Teacher training process

Prospective teachers of **pre-school and primary schools** (*instituteurs de l'éducation pré-scolaire* and *instituteurs de l'enseignement primaire*) undertake training in the higher institute of educational study and research (*Institut Supérieur d'Etudes et de Recherches Pédagogiques - ISERP*), established and financed by the State (Act of 6 September 1983).

The *ISERP* provides initial training for pre-school and primary school teachers, in cooperation with the Luxembourg University Centre and foreign higher education institutions, and organises in-service training for pre-school and primary school teachers.

Initial training consists of a three-year cycle of higher education including theory and practice of education, literature, science and the expressive subjects i.e. art/craft/music/PE and a specialist subject. After the first year, students study pedagogy, the psychology of children's learning, methodology and the expressive subjects.

The curriculum comprises core subjects, compulsory options and voluntary courses, using a variety of teaching methods including seminars, practical work, personal research and teaching practice. The second and third years are organised in modular units and periods of teaching practice. A certificate is issued on successful completion of each of these elements.

General **secondary** schools employ specialist teachers (*professeurs de l'enseignement post-primaire*) in language and literature, science, economics, art, music, physical education or religious instruction. The three-year training comprises two main phases: the orientation phase and the post-graduate professional phase.

The Orientation Phase

At the start of each university year, students must inform the Minister of Education of the disciplines which they are studying, the qualification which will be awarded on successful completion and, where appropriate, the results obtained in the previous year. During the second to fourth semesters, (some of which will be at a university outside Luxembourg) students must undertake an approved two-week orientation phase in a secondary school in the country in which they are studying. The orientation may be split into two one-week periods. The school authorities report on the student's performance during the period.

The Post-graduate Professional Phase

This phase lasts for three years. Students are paid in accordance with a pre-determined scale and special consideration is given, for example, to those who have previous work experience.

- * The courses organised by the general educational training department at the *Centre Universitaire* include the educational, psychological and sociological aspects of teaching; theory and practice of methodology; education law; and specialised courses in the teaching of the relevant discipline. Where relevant, students may undertake some teaching practice. The certificate awarded on completion of this phase grants access to the practical teaching stage.
- * Students must conduct personal research into the teaching of their specialist subject and submit a dissertation (*mémoire*) at the end of the second year of the practical phase. The research supervisor may be from Luxembourg or abroad. Future foreign language teachers must prepare their dissertation in the language to be taught. In exceptional cases, exemption may be granted from this part of the work.
- * Students carry out teaching practice in a secondary school for five school terms (two and a half years) under the supervision of the headteacher and with the support of an educational adviser and teaching practice mentors. This phase includes teaching a series of lessons; teaching in the presence of inspectors; correcting pupils' work; and a written analysis of student experience. In addition, students take part in training days organised by the educational training department of the *Centre Universitaire*.

The general teacher training course leads to an examination open to students who have regularly participated in classes and associated activities. Successful candidates are admitted to the practical training course. The practical assessment consists of two lessons, two inspection visits and the correction of two sets of pupils' homework.

Qualifications

Successful students are awarded qualified teacher status by the Minister of Education. Students who pass the practical examination may be appointed to suitable teaching vacancies in their respective order of seniority, immediately following the session during which they passed the practical examination.

Instituteurs de l'éducation pré-scolaire: *Certificat d'Etudes Pédagogiques option éducation pré-scolaire* (Certificate of Educational Studies: pre-school option).

Instituteurs de l'enseignement primaire: *Certificat d'Etudes Pédagogiques option enseignement primaire* (Certificate of Educational Studies: primary school option).

Professeurs de l'enseignement post-primaire: The successful completion of the above assessment leads to qualified teacher status. There is no named qualification.

Netherlands

Teachers in upper secondary schools (*1e graads*) did not require professional training until the 1960s when courses and internal tests were introduced during the undergraduate phase. These were expanded during the 1970s until a separate (optional) teacher training module was created as part of concurrent university education in the 1980s. A revised form of specialised professional training (*Nieuwe leraren opleiding - NLO*) was introduced in 1970 to enhance the professional content of teacher training courses and replaced the former qualifications for lower secondary teachers (*MO-A Akte*) and upper secondary teachers (*MO-B Akte*).

The higher education legislation of 1982 introduced a two-phase structure, comprising a four-year course of academic studies leading to the first degree and an optional second phase of up to two years intended for professional preparation. Post-graduate professional teacher training (*universitaire leraren opleiding - ULO*) was introduced as a second phase course in 1987.

Types of school

Full-time education is compulsory for young people aged 5 to 16; part-time education (two days per week) is compulsory for a further year. Pupils may be admitted to primary school from the age of four.

<i>Basisschool</i>	age 4-12
<i>MAVO</i>	age 12-16
<i>HAVO</i>	age 12-17
<i>VWO</i>	age 12-18

The three types of general secondary education select according to ability. It is possible to transfer from one school type to a lower class in the next school type and thus belatedly achieve the qualifications for access to higher education (*HAVO*) or university (*VWO*).

Categories of teacher

- Leraar Basisschool*
- 2e graads leraar* (*MAVO*; years 1-3 only of *HAVO* or *VWO*)
- 1e graads leraar* (years 1-5 *HAVO*; years 1-6 *VWO*)

Requirements for admission to teacher training

The law lays down the minimum academic qualifications required for admission and the requirement for a two phase training, i.e. the preliminary phase (*propedeutische fase*) and the main phase. Other criteria for admission and the continual/terminal assessment are the responsibility of the individual institutions.

A prospective **primary school teacher** (*leraar basisschool*) must have the final diploma of upper secondary education (*HAVO* or *VWO*).

A **lower secondary school teacher** (*2e graads leraar*) must have either a final diploma of upper secondary education (*HAVO* or *VWO*) or have successfully completed three years of secondary technical/vocational education (*MBO*). Mature students may be admitted on the basis of entrance examinations and interview.

Portugal

Types of school

Education is compulsory for young people aged between 6 and 12 years. The school leaving age is currently being raised to 15, starting with those pupils who enrolled in the first year of school (*ensino basico*) in 1987/88.

<i>Ensino Basico</i>	<i>1º ciclo</i>	age 6-10
	<i>2º ciclo</i>	age 10-12
	<i>3º ciclo</i>	age 12-15
<i>Ensino Secundario Geral</i>		age 15-18

Categories of teacher

<i>Ensino Basico</i>	<i>1º ciclo</i> - single class teacher
	<i>2º ciclo</i> - class teacher, some specialisation
	<i>3º ciclo</i> - subject-specialist teacher
<i>Ensino Secundario Geral</i>	

Requirements for admission to teacher training

Twelve years of schooling and the higher education entrance examination (*Prova Geral de Acesso ao Ensino Superior - PGA*) are required for admission to **primary teacher** training (*Ensino basico 1º ciclo/2º ciclo/3º ciclo*).

Intending **secondary school teachers** (*Ensino Secundario Geral*) must also have completed twelve years of schooling, the *PGA* and the entrance examination for the specific university.

Teacher training process

The three-year initial training for **primary teachers of the first cycle** (*ensino basico 1º ciclo*) takes place in colleges of education for pre-school and primary teachers (*Escolas Superiores de Educaçao - ESE*) or *Centros Integrados de Formaçaõ de Professores - CIFOPs*). These higher education establishments are usually part of polytechnic institutions or universities, although some private training colleges enjoy official recognition. The course comprises academic and pedagogic elements. A minimum of 40% must be devoted to teaching practice periods, in which the length and the students' level of responsibility increase as the course progresses.

Teachers of the **second cycle of primary education** (*ensino basico 2º ciclo*) undertake four years of training in *ESE* or *CIFOPs*. A maximum of 70% of the timetable comprises education theory and teaching methodology. The student undertakes teaching practice as above. Students specialise in one of the following areas:

- * Portuguese language, history and social studies
- * Portuguese and French
- * Portuguese and English

- * Mathematics and natural sciences
- * Art
- * Physical education
- * Music
- * Craft subjects/manual skills

Qualified teachers of **third cycle primary** (*ensino basico 3º ciclo*) and **secondary** (*ensino secundario geral*) schools must have a university degree (*bacharelato or licenciatura*); **or** a specialist diploma e.g. in craft or music; **or** a diploma to teach vocational subjects at secondary level.

The universities of Açores, Aveiro, Evora and Minho offer university degree courses (*licenciatura*) with an education option. The degree is obtained after five years' study, which includes some concurrent pedagogical training during the final two years and teaching practice during the final year. Teaching practice is supervised by qualified teachers who hold the *licenciatura*. The *bacharelato* in education was introduced in 1974 and became the *licenciatura* in 1978.

The educational branch of university science faculties (mathematics, physics and chemistry, biology, geology) provides courses oriented towards teaching. Undergraduates spend the first three years of their degree course in academic study. For students who take the education option, the fourth year offers 'psycho-pedagogic' training (covering psychology, didactics and methodology). The fifth year is devoted to supervised teaching practice in preparatory or secondary schools and students submit a report at the end of their studies.

The remaining universities offer only academic courses. Graduates may obtain qualified teacher status for *ensino basico 2º ciclo* and *3º ciclo* and *ensino secundario geral* by successfully completing a two-year course of in-service education.

A new system of in-service qualification was introduced between 1980/81 and 1984/85, to overcome both qualitative and quantitative shortcomings in the old in-service system by:

- * improving the stability of teaching staff. Schools became real training centres and offered teachers two-year renewable contracts until they were fully qualified;
- * increasing annual training quotas, to enable those with appropriate academic qualifications to achieve QTS more rapidly;
- * laying the foundation for a continuous training system based on schools, supported by guidance officers at regional level.

From 1986/87 the main responsibility for teacher training under the in-service qualifying scheme was vested in the higher schools of education of the polytechnic institutes or in the integrated centres of teacher training and university departments of education.

Qualifications

Degrees vary in title and status according to the issuing authority:

- * *Bacharelato* awarded by polytechnics (after 2-3 years)
- * *Licenciatura* awarded by universities (4-5 years) or polytechnic diploma, awarded after *post-Bacharelato* studies

Ensino basico 1º ciclo: *Bacharel em Educação*, the first degree in higher education.

Ensino basico 2º ciclo: Successful completion of the *Curso de Educador de Professores do Ensino Basico* in one of the specialisations listed above.

Ensino basico 3º ciclo and ***Ensino Secundario Geral:*** *Licenciatura em Ensino* (graduate teaching qualification for a specific subject area).

Spain

The rights and duties of teachers in public sector education are laid down by the organic law on the right to education (*LODE* 1985) and the law of university reform (*LRU* 1983). Conditions of service of teachers in private education are laid down in the collective agreements of private education. The management of the education service is shared between the National Ministry and the autonomous communities with delegated responsibility in matters of education (Andalucia, Canarias, Catalonia, Galicia, Pais Vasco and Valencia) which are referred to collectively as the eight *administrations*.

The new law on the education system (*Ley de Ordenacion General del Sistema Educativo - LOGSE*) was approved by Parliament in 1990 and, when implemented, full-time education is to be compulsory for young people aged 6 to 16. Schools will be restructured:

<i>Educacion primaria</i>	age 6-12
<i>Educacion secundaria obligatoria</i>	age 12-16
<i>Bachillerato</i>	age 16-18

There will be two categories of teachers of general subjects: *Cuerpo de Maestros* (who will be allowed to teach up and including to the first cycle in lower secondary education i.e. up to 14 years of age, as now) and *Cuerpo de Profesores Agregados de Enseñanza Secundaria* i.e. secondary education teachers of students aged from 14-18.

The following description applies to the present regulations and structure.

Types of school

Full-time education is compulsory for young people aged 6 to 14.

<i>Educacion General Basica (EGB)</i>	age 6-14
<i>Enseñanzas Medias</i>	
<i>Bachillerato Unificado Polivalente (BUP)</i>	age 14-17
<i>Curso de Orientacion Universitaria (COU)</i>	age 17-18

Categories of teacher

These categories classify teachers according to their qualifications, and determine the type of school in which they may be employed. A separate categorisation of employment status distinguishes teachers who have achieved permanent civil servant status from others, who may be employed on probationary or temporary contracts.

Maestros (formerly *Profesores de EGB*) may work in pre-school education, *EGB* and adult education organised by the eight *administrations*.

Profesores Agregados de Enseñanza Secundaria

(Comprising former *Profesores Agregados de Bachillerato* and *Profesores Agregados Catedraticos Numerarios de Bachillerato*)

Requirements for admission to teacher training

The 1970 Law of Education changed the Normal Schools into integrated university schools of primary teacher training. Applicants for **both types of teacher training** (*Maestros* and *Profesores Agregados de Enseñanza Secundaria*) must have passed the *BUP* and the *COU* and must take the university selection examination.

Teacher training process

Prospective **primary teachers** (*Maestros*) attend university schools for the primary teacher training (*Escuelas Universitarias de Formacion des Profesorado de EGB*) for three academic years, expressed in 6 four-monthly terms.

The Ministerial Order of 13 June 1977 provided guidelines to harmonize provision and improve the quality of education. Individual universities retain autonomy within the following guidelines of course content. All students study the core subjects (Pedagogy I & II; social-psychology I & II; Spanish language I; Mathematics I; artistic expression; music and physical education teaching). They also choose one specialist field from the following, involving academic studies and teaching method relevant to the primary school curriculum.

- * Philology: Spanish I; foreign language I & II; Spanish literature.
- * Humanities: Geography I & II; history I & II; history of art.
- * Sciences: Maths II; physics; chemistry; geology; biology.
- * Special education: History of the development of special education; social psychology of deficiencies and maladjustment; teaching of pupils with special needs; multi-professional assessment and guidance; (bio)pathology of deficiencies and maladjustment; organisation of special education.
- * Pre-school education: Social psychology; education of pre-school pupils; language and mathematics of pre-school child.

Students also undertake school experience for one half-day per week, comprising classroom observation during the third semester and 'shadow teaching' during the sixth semester.

Teachers in **post-elementary schools** (*Profesores Agregados de Enseñanza Secundaria*) complete a five-year course of university studies leading to the *Licenciatura*, followed by one year's professional training at a university institute of educational sciences (*Instituto de Ciencias de Educacion - ICE*) leading to the certificate of teacher training (*Certificado de Aptitud Pedagogica*). Content varies, but includes the theory and practice of education as well as school experience in an upper secondary school.

Qualifications

Maestros: Diploma de profesor de Educacion General Basica.

Diplomados, i.e. holders of the three-year university Diploma, are considered graduates but do not enjoy the same status as *Licenciados*, holders of the five year *Licenciatura*.

Profesores Agregados de Enseñanza Secundaria: *Licenciatura* and *Certificado de Aptitud Pedagogica* (certificate of teacher training). *Licenciados* and *Diplomados* in other disciplines must complete a course of teacher training at the *ICE* to become primary school teachers.

United Kingdom - Scotland

It is important to note that the education system and service in Scotland are governed by legislation, regulations and structures which are independent of those applying to England, Wales and Northern Ireland.

Types of school

Full-time education is compulsory for young people aged 5 to 16.

Primary
Secondary

age 5-12
age 12-16 or 17

The majority of secondary schools are comprehensive, providing general education for children of all abilities. Only a few schools in remote areas cater for pupils up to age 16 only. As yet, there are no specifically technical or vocational secondary schools, although the Technical and Vocational Education Initiative (TVEI) has enhanced technical/vocational education within schools for all ages.

Categories of teacher

Although there are several different routes to qualified teacher status, there is a single category of teacher employed in Scottish state schools, comprising those who hold a recognised teaching qualification and are registered by the **General Teaching Council for Scotland**. Qualified teachers are allowed to apply for a teaching post in any sector, although they generally teach pupils within the age-range for which they have specialised.

Requirements for admission to teacher training

There is no upper-age limit for admission to courses of teacher training. Intending teachers must have passed both English and mathematics at *Scottish Certificate of Education Ordinary Grade (SCE)* or at General Certificate of Secondary Education (GCSE) level as part of the qualifications for admission to the training course.

The primary education teaching qualification [*TQ(PE)*] involves either a four-year course leading to the Bachelor of Education degree or a one-year course following a degree or other approved equivalent course.

Entrance requirements for a four-year degree course comprise a pass at *SCE* or GCSE in five approved subjects, including English, of which either three are on *SCE Higher Grade* or two are at GCE Advanced Level; or a pass at *SCE* or GCSE in four approved subjects, including English, of which either four are on *SCE Higher Grade* or three are at GCE Advanced Level.

Entrance requirements for a one year post-graduate course are a degree of a UK university (including the Open University) or of the CNAA or other qualification recognised as equivalent; and a pass at *SCE Higher Grade* (or comparable qualification) in English; and a pass at *SCE Ordinary Grade* (or comparable qualification) in mathematics.

The secondary education teaching qualification [TQ(SE)] is obtained on successful completion of a one-year course following a degree or other approved course in the specified subject(s); or a Bachelor of Education Degree in physical education, music or technology.

Teacher training process

Bachelor of Education degree courses require four years' study. Post-graduate teacher training courses require one year's study in addition to the initial degree course. Variations between establishments mean that no confirmed central information is available on course content.

Qualifications

The following qualifications are recognised by the **General Teaching Council for Scotland** for registration, which is a prerequisite for qualified teacher status.

Primary Education: *Bachelor of Education* degree (granting qualified teacher status), or a degree or other approved course followed by a post-graduate certificate of qualified teacher status.

Secondary Education: A degree or other approved course followed by a post-graduate certificate of qualified teacher status. A *Bachelor of Education* degree in physical education, music or technology.

UNITED KINGDOM
ENGLAND AND WALES

All teachers who teach in schools wholly or mainly for those of compulsory school age (5-16 years) are required to have 'qualified teacher status' (QTS), which is awarded by the Minister. All newly trained teachers, irrespective of the training route to qualified teacher status, are required to have a degree or degree equivalent.

Qualified teacher status is not required to teach in nursery schools exclusively for those below school age (under 5 years), or in colleges exclusively for those above compulsory school age (over 16 years). Qualified teacher status is not required to teach in universities or other university level institution.

TRAINING INSTITUTIONS

Teachers receive their training either in universities or in other university-level institutions which include polytechnics, colleges and institutes of higher education.

There are two main ways of obtaining qualified teacher status:

- by taking a three- or four-year first degree followed by a one-year postgraduate certificate of education (PGCE), or
- by taking a four-year education degree (most commonly known as the Bachelor of Education or BEd degree) which provides higher education and teacher training concurrently.

The PGCE route is more common for secondary teaching, the concurrent education degree route more common for primary teaching. But there is some overlap; for example, about one-third of primary teachers take the PGCE.

Provision for the PGCE divides about equally between the universities on the one hand and the polytechnics and colleges on the other. All but a small proportion of concurrent education degrees are provided in the polytechnics and colleges.

Funds are currently allocated to universities by the Universities Funding Council (UFC) and to all other institutions by the Polytechnics and Colleges Funding Council (PCFC). The Government has recently announced a decision to merge the two funding councils into a single body.

The Minister of Education is known as the Secretary of State for Education and Science, whose ministry is the Department of Education and Science (DES).

ADMISSION CRITERIA

To be accepted for a concurrent education degree at any institution, prospective students must have obtained:

either at least two passes at GCE Advanced level and three passes in other subjects at GCSE (Grade C or higher)

or the recognized equivalent.

Passes must include English Language and Mathematics at GCSE (Grade C or higher) or the recognized equivalent. To be eligible for the PGCE training course, prospective teachers must also have a first (Bachelor's) degree or the recognized equivalent.

Access to all initial teacher training courses is restricted and subject to a preliminary selection process based on assessment of suitability for teaching as a career. Entry is also subject to medical fitness. Experienced teachers are involved in the process of selection.

DURATION OF TRAINING

The concurrent education degree normally lasts four years for an honours degree. The PGCE lasts for one year in addition to the period of study leading to the first degree.

Some candidates with other relevant experience or previous higher education - for example overseas - may sometimes be able to complete their training in a shorter period. However, four years is the normal minimum for most people.

CONTENT OF TRAINING

The content of training is specified in broad terms by the Government, which also lays down, for example, minimum requirements for school experience and teaching practice in schools during the period of training. The detailed organization of training courses is decided by the individual institution, which must submit its courses for approval by the Council for the Accreditation of Teacher Education (CATE), the body that has been responsible since 1984 for securing compliance with the Government's criteria for courses of teacher training. All courses leading to qualified teacher status must be approved by the Minister, who is advised by CATE.

Training models

The concurrent education degree - normally called the Bachelor of Education degree - whether offered by universities or other institutions, is generally organized in an integrated pattern, making provision throughout the entire period of study for a mixture of higher education subject studies, theoretical classes and practical teaching activities.

The PGCE course, again whether taken in university or other institution, is based on a consecutive model which follows the academic study leading to a

first degree. It therefore concentrates on the acquisition of theoretical and practical teaching skills. Courses preparing teacher for primary schools also cover the primary curriculum.

a) Concurrent training - degree in education

This is normally called the Bachelor of Education (BEd), although other names may be used. The concurrent degree must include at least two years of subject study at university level. For primary teachers it must also cover the remaining subjects of the primary curriculum, with particular attention being paid to English, mathematics and science. Prospective teachers of specialist subjects at secondary level study their specialist discipline for at least two years, and undertake training in its application in schools. They also pursue educational and professional studies. All four-year concurrent education degrees, whether for primary or secondary teachers, include at least twenty weeks' experience in schools.

b) Consecutive training - Postgraduate Certificate in Education

During the PGCE course, student teachers for secondary schools concentrate on acquiring professional skills and the application of their subject at school level. They may also develop a second teaching subject. Primary teachers also concentrate on developing the broad range of the primary school curriculum. All PGCE students, whether primary or secondary, are required to spend at least fifteen weeks gaining practical experience in schools.

Practical training

Teacher training institutions work in close collaboration with the schools in which students undertake teaching practice. There must be at least twenty weeks of school experience in the four years of the concurrent education degree, and at least fifteen weeks of school experience in the thirty six weeks of the one-year PGCE. Many institutions also have arrangements for continuing contact between students and schools apart from teaching practice, for example on the basis of students' spending one day a week in schools.

Assessment

Assessment for satisfactory completion of a course of initial teacher training may include examinations and continuous assessment during the course. No student receives qualified teacher status unless he or she has demonstrated satisfactory performance in the classroom during the period of practical teaching experience in school.

Students are supervised and assessed not only by their own tutors, but by teachers in the schools where they practice.

QUALIFICATIONS AND ACCESS TO THE PROFESSION

Teachers in England and Wales who teach in schools wholly or mainly for those of compulsory school age are required to have qualified teacher status, which

is awarded by the Minister on satisfactory completion of an approved course of initial teacher training and in certain other limited circumstances such as satisfactory completion of a period of training while teaching under licence from the Minister. The two main qualifications that are accepted for qualified teacher status are:

- (a) the four year concurrent degree which is normally called the Bachelor of Education, but which has other names, such as Bachelor of Arts (Education), in some institutions

and

- (b) the Postgraduate Certificate of Education (PGCE) which is awarded on successful completion of a one-year course of initial teacher training undertaken by those who have previously obtained a first degree or the recognized equivalent.

These qualifications give immediate access to the profession, but the Ministry does not employ teachers. Teachers must apply for jobs to individual schools and local education authorities.

As noted previously, the Minister lays down criteria with which courses of initial teacher training have to comply if they are to lead to qualified teacher status. The Council for the Accreditation of Teacher Education (CATE) is responsible for monitoring to ensure that courses comply with the criteria. The CATE then recommends to the Minister that courses should be approved as complying with the criteria.

Some older candidates may be given qualified teacher status after a period of satisfactory experience and training in school as a licensed teacher.

People who do not have qualified teacher status may teach in schools only if they do so as part of a period of training under licence, or if their employment is approved as that of an 'instructor'. Instructors are most commonly employed for short periods only, or in relation to practical subjects or the teaching of musical instruments.

In-service training is provided for all teachers. Teachers may be required to take part in in-service training as part of their contract of service.

July 1991

INITIAL TEACHER TRAINING IN THE EUROPEAN COMMUNITY: AN OVERVIEW
Joanna Le Métais

Since this report was published the Greek authorities have drawn our attention to the following amendments. Please take these into consideration when reading the relevant section of this publication.

Page 17 Types of school

E P Lykeio is one type of *lykeio*. It is subsumed under the previous category and should not be listed separately.

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